DOCUMENT RESUME

ED 288 472 HE 020 972

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TITLE Leadership Styles and Management Skills of Learning Assistance/Developmental Education Program Directors/Coordinators.
PUB DATE 87
NOTE 90p.; Investigative Paper, Pepperdine University.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administrator Attitudes; *Administrator Qualifications; *Developmental Studies Programs; Higher Education; Institutes (Training Programs); *Instructional Leadership; *Leadership Styles; *Management Development; Needs Assessment; Questionnaires; Skill Development
IDENTIFIERS *Learning Assistance Centers

ABSTRACT

Leadership styles and management skills needed by directors and coordinators of learning assistance and developmental education were assessed. Based on a literature review, a questionnaire was constructed and then validated by a panel of experts in the field. The questionnaire was sent to 45 selected learning assistance/developmental education directors and coordinators and 16 responses were received. Findings include: program directors and coordinators saw a difference between leadership and management; the majority of respondents possessed management skills that affected their leadership styles; more than half of the respondents' leadership styles affected their management skills; the majority of respondents felt they needed additional skills, information, or training to improve their leadership styles and management skills; and although the majority of respondents knew where to go for training, they could not afford training unless the institution paid for it. It is recommended that training institutes be sponsored for learning assistance and developmental program directors/coordinators and that a training manual and electronic network be developed. The questionnaire is appended. (SW)

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ED288472

LEADERSHIP STYLES AND MANAGEMENT SKILLS OF LEARNING ASSISTANCE/DEVELOPMENTAL EDUCATION PROGRAM DIRECTORS/COORDINATORS

An Investigative Paper

Submitted to

Professor Ervin L. Harlacher

Graduate School of Education and Psychology

Pepperdine University

In Partial Fulfillment

of the Requirements for Ed. 700 - Fall, 1986

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by

Marie-Elaine Burns Reed

Spring, 1987

HE020972

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Abstract

The purpose of this study was to identify the leadership styles and management skills that directors/coordinators of learning assistance/developmental education should have to meet the future needs of higher education and the community. A review of the literature was undertaken to identify these leadership styles and management skills. The findings were reported in Chapter II. A survey/questionaire instrument based on the literature search was constructed and then validated by a panel of experts in the field. The validated instrument was mailed to 45 selected directors/coordinators. Responses to the instrument were completed and analyzed. Findings were reported in Chapter III. The study, including the findings of the literature search and responses to the instrument were reviewed and summarized. Appropriate conclusions were also drawn. Recommendations on the leadership styles and management skills needed to impact on the future of learning assistance/developmental education were formulated. The review and summarization of the study and findings, the conclusions and recommendations were reported in Chapter IV.

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CHAPTER I

INTRODUCTION

The concept of learning assistance has been in existence since the 1860's. According to Hunter Boylan, a noted researcher of learning assistance and developmental education, it then began in the college preparatory program at Iowa State University[1]. However, Frank Christ, currently the Director of the Learning Assistance Support System at California State University Long Beach, coined the phrase "learning assistance" in 1969 in a national keynote address to reading and study skills specialists at a National Reading Conference[2]. His definition of a learning assistance center is "a place concerned with the learning environment within and without, functioning primarily to enable students to learn more in less time with greater ease and confidence; offering tutorial help, study aids in the content areas, and referrals to helping agencies; and serving as a testing ground for innovative machines, materials, and programs."

As this new concept spread across the country, the negative connotation of remediation was removed from many centers. Christ promoted and practiced that the learning assistance center is for everyone - any undergraduate, graduate, faculty, staff, administrator, and community member. Learning assistance has something for everyone. Many programs adopted

this concept and learning assistance grew by leaps and bounds within the next ten years.

However, the 1980's have confronted education with declining enrollments and decreasing federal funding. As a result many learning assistance services are being reorganized or combined with other programs such as the Educational Opportunity Program (EOP), Student Special Services (SSS), and Student Affirmative Action (SAA). Such a reorganization is intended to centralize services and to more effectively and efficiently utilize personnel, space, and materials.

The future of learning assistance will grow as professionals in the field can develop and maintain partnerships within their colleges/universities, and also with business, industry, public agencies, the federal government, and other learning assistance professionals[3].

These partnerships can provide higher education and learning assistance with additional clientele and funding necessary to continue forward. Learning assistance programs are currently providing services to students that are transferrable to people, programs, agencies, and corporations outside the college/university campus.

It is now up to learning assistance directors/ coordinators to take the leadership role in developing and maintaining partnerships that can benefit all. It is also up to learning assistance/development directors/coordinators to take the

leadership role in ensuring that new partnerships within and without the college/university do not cause their programs to stray from their original intended purposes.

Statement Of The Problem

A review of the literature has indicated much has been written with regards to managing learning assistance programs - daily operations, training of peer counselors, tutors, and learning skills practitioners. However, little has been done regarding leadership styles, characteristics, and capabilities that directors/coordinators must possess to face the future problems that confront higher education in general, and more specifically, their learning assistance programs.

Purpose And Objectives

The purpose of this study is to identify the leadership styles and management skills that directors/coordinators should have to meet the future needs of higher education and the community. More specifically, the objectives of the study are to:

1) Identify and report the leadership styles and management skills of learning assistance/developmental education program directors/coordinators;

2) Conduct a survey on the leadership styles and management skills learning assistance/developmental education program

directors/coordinators have;

3) Make recommendations on the leadership styles and management skills learning assistance/developmental education directors/coordinators need to impact on the future of learning assistance/developmental education.

Significance Of The Study

This study will contribute to the literature and research on learning assistance. It will provide visibility of an element that has not been identified and researched - leadership in learning assistance.

Statement Of Assumptions

The study is based on the following assumptions:

1. Little, if anything has been written on the leadership styles of directors/coordinators of learning assistance/ developmental educators.

2. The ideals, characteristics, qualities, and capabilities of leadership are implied in some of the literature on learning assistance/developmental education as reviewed in this research.

3. Many directors/coordinators have not had any formal or informal training in leadership.

4. Many directors/coordinators do not view themselves as

leaders.

Definition Of Terms

The following terms are defined, for the purposes of this study.

DEVELOPMENTAL EDUCATION - "...a program whose purpose it is 'the diverse talents of students whether academic or not' (not whose purpose it is to help students 'overcome academic deficiencies' for that would be remedial)[4]."

LEARNING ASSISTANCE CENTER - "...a place concerned with the learning environment within and without, functioning primarily to enable students to learn more in less time with greater ease and confidence; offering tutorial help, study aids in the content areas, and referrals to helping agencies; and serving as a testing ground for innovative machines, materials, and programs[5]." Learning assistance services are open to all students, faculty, staff, administrators, and the community.

PROGRAM - the physical facility - learning assistance center, learning lab, student learning center, learning center, learning resources center - through which learning assistance/ developmental education takes place.

LEADERSHIP - the ability to "move organizations from current to future states, create visions of potential opportunities

for organizations, instill within employees commitment to change, and instill new cultures and strategies in organizations that mobilize and focus energy and resources...persistence and self-knowledge, willingness to take risks and accept losses, commitment, consistency, and challenge...shape and elevate the motives and goals of followers...reflecting the community of interests of both leaders and followers; it frees up and pools the collective energies in pursuit of a common goal."

LEADERSHIP STYLE - the way in which a leader demonstrates his/her leadership capabilities.

MANAGEMENT SKILLS - the ability to plan; make decisions; organize; control; ensure the operation is run effectively, efficiently, and cost-effectively, "work with resources in a particular area of expertise"; "work with, motivate, and counsel other people as individuals and as members of a work group"; and "must see how the parts and variables fit together to form a system."

Method Of Study

To conduct the study, the following activities were undertaken based on each objective:

OBJECTIVE 1: To identify and report the leadership styles and management skills of learning assistance/developmental education directors/coordinators

a) A review of the literature on leadership styles and management skills of learning assistance/developmental education directors/coordinators was undertaken.

b) Findings of the literature search are reported in Chapter II.

OBJECTIVE 2: To conduct a survey on leadership styles and management skills of learning assistance/developmental education directors/coordinators have

a) A survey instrument was constructed based on the literature search to identify the leadership styles and management skills of learning assistance/developmental education directors/coordinators;

b) The survey instrument was validated through a panel of three (3) experts in the field of learning assistance/developmental education;

c) The validated instrument was mailed to 45 selected learning assistance/developmental education directors/coordinators;

d) Responses to the instrument were compiled and analyzed;

e) Findings are reported in Chapter III.

OBJECTIVE 3: To make recommendations on leadership styles and management skills learning assistance/developmental education directors/coordinators need to impact on the future of learning assistance/developmental education.

a) The study, including the findings of objectives 1 and 2 above, was reviewed and summarized;

b) Appropriate conclusions were drawn;

c) Recommendations were formulated.

Organization Of The Study

The study is organized into four chapters. Chapter 1 gives an introduction to the study, states the problem to be studied, gives the purpose and objectives of the study, states the assumptions of the study, defines the terminology, and describes the method of the study. Chapter 2 reports the findings based on a review of the literature. Chapter 3 reports how the survey instrument was contructed, how the instrument was validated, how the sample was selected, and gives the compilation and analysis of the responses to the instrument. Chapter 4 reports the review and summarization of the findings of Chapters 1 and 2, the appropriate conclusions drawn, and the recommendations formulated on leadership styles and management skills of directors/coordinators of learning assistance/developmental education programs.

REFERENCES FOR CHAPTER I

1 Boylan, Hunter, ed. "Forging New Partnerships in Learning Assistance". New Directions for College Learning Assistance. 9 (1980) pp.

2 Christ, Frank. "Management of a Learning Assistance Sector". Proceedings of the Tenth Annual Conference of the Western College Reading Association. X (April, 1977): pp. 76-84.

3 Boylan, "New Partnerships," pp.

4 Cross, K. Patricia. Accent on Learning. San Francisco: Jossey-Bass, Inc., Publishers, 1976. pp. 30-31.

5 Christ, "Management, Learning Assistance" pp.

6 Bennis, Warren and Burt Nanus. Leaders: The Strategies for Taking Charge. New York: Harper & Row, 1985. pp. 17-18, 217.

7 Donnelly, James H., Jr., James L. Gibson and John M. Ivancevich. Managing for Performance. Business Publication, Inc., 1980. pp. 13-15.

CHAPTER II

REVIEW OF THE LITERATURE

The first objective of this study was defined as follows: to identify the leadership styles and management skills of learning assistance/developmental education directors/coordinators. To achieve this objective, literature in the following areas was reviewed:

1) Leadership styles of Learning Assistance/Developmental Education directors/coordinators, and

2) Management skills of Learning Assistance/Developmental Education directors/coordinators.

Leadership Styles

A review of the literature on the leadership styles of directors/coordinators of learning assistance/developmental education programs was undertaken. The issues of the Journal of Developmental Education (formerly known as the Journal of Remedial and Developmental Education), the yearbooks of the Western College Reading and Learning Association (formerly known as the Western College Reading Association), the New Directions for Learning Assistance Series, ERIC, books authored by pioneers in the field, surveys of learning centers and theses, were previewed, but there were no direct references made to the leadership styles of directors/coordinators.

However, leadership was an underlying element in much of

what has been written given the definition of leadership in Chapter I of this paper.

The Journal of Development Education is a national quarterly magazine that focuses on every aspect of learning assistance/developmental education such as reading, writing, math, critical thinking programs and materials, types of students served, innovative programs and services, and important legislation and federal activities that effect learning assistance/developmental education. In the nine volumes of the Journal of Developmental Education from Spring 1978 through Fall 1986, the researcher was unable to find one article specifically written on the leadership styles of directors/coordinators.

However, the volumes of this journal do contain articles on programs, services and activities written by directors/coordinators of learning assistance/developmental education programs that clearly indicated that they possess vision, creativity, innovation, were able to stimulate productivity among staff, motivate students to become successful, have a sense of self-worth, and brought faculty, staff and administrators together for a common cause.

There were twenty (20) yearbooks which were first published in 1967 by the Western College Reading and Learning Association. The yearbooks contain articles and proceedings of the publisher's conferences which were similar to those articles

in the Journal of Developmental Education. There was no direct reference to the leadership styles of directors/coordinators. Yet the qualities, characteristics, and capabilities of leadership were promoted and encouraged. An example of this was found in the 1973 yearbook, Volume VI: Technological Alternatives. Bogaard, Dahlstrom, and Van de Warker in their article "Human Options for Human Beings" wrote, "Perhaps one of the most important qualities of the director of any learning lab is the ability to visualize something not yet in existence....The lab will grow only as large as the person responsible[1]." These statements indicated qualities of leadership as defined in this study.

Two separate keynote addresses were presented at the Western College Reading and Learning Association conferences in 1984 and 1985 that encouraged and promoted leadership. Both speakers told learning assistance and developmental educators to learn from the excellent companies Peters and Waterman wrote about in their bestseller, In Search of Excellence. Specifically, they spoke of the importance in motivating to produce positive results. Cross, in her 1984 keynote address said,

> "Schools of the 1980's are operating in a different plane from those of the 1960s, and we need to find some new perspectives if we are to avoid educational faddism and swinging pendulum solutions.
>
> One such perspective is offered in the best-selling book, In Search of Excellence, in which the authors describe the most successful corporations in America. Ironically, the conclusions about the environments which stimulate excellence in corporate America are frequently the opposite of what is recommended for excellence in our schools, but I found that

> the factors contributing to corporate excellence have much in common with what we think we have learned over the past decade or so about effective learning environments for underprepared learners..."
>
> Since the tips for getting extraordinary performance are scattered throughout their book, let me select a few of them and measure them against the recommendations of the 1980s education reform2."

Cross continued by suggesting in order to alleviate what she termed "swinging pendulum solutions" particularly in the areas of curriculum, instruction and teacher training education "...it is time to de-massify education". She contended that education must move from the industrial revolution's concept of mass production to and as well as to prepare for the Third Wave actualizing Toffler's concept of demassification.[3]

Bogue, in her 1985 keynote address to the Western College Reading and Learning Association not only made references to In Search of Excellence, and Cross' successful previous address, but also to another powerful book when she said,

> "A similar comment (referring to Cross' statements on educational reform) might be regarding The Image Makers: Power and Persuasion on Madison Avenue, which clarifies how knowing the precise needs, motivations, and habits of various target groups enables those in the corporate world to appeal to those studied. The concepts presented in this work should be analyzed for their possible application to education4."

Enright and Kersteins in their chapter, "The Learning Center: An Expanded Role", found in volume 2 of the New Directions Series, spoke of learning assistance/developmental education directors/coordinators as leaders of change in the

future. In 1980 they wrote,

> "As schools look for ways of accommodating today's learners, whether for egalitarian reasons or the purpose of survival, they recognize that a change in faculty attitudes and behaviors is fundamental. Therefore, we can expect that learning centers will become more involved in encouraging content instruction to incorporate an increased number of learning alternatives into their methodologies; sponsor microteaching sessions or other behavior modification strategies that allow instructors to analyze, and hopefully to improve, their own teaching; organize and lead information sessions at which the latest educational research and innovations can be shared with faculty; coordinate the design and development of instructional programs and modules at special workshop sessions; provide special and expert technical advice to curriculum committees aimed at reshaping the curriculum and its delivery system; lobby for administrative sanction and support of responsible experimentation by enthusiastic faculty while monitoring the project's development and effects; and report the problems and progress of all these endeavors to faculty and other staff in a nonthreatening way that encourages feedback and participation. In each of these roles, learning center directors and facilitators are equipped to be the leaders of change, for they are accustomed to respond to the changing and disparate needs of students upon whom the institution must refocus its attention5."

Dempsey and Tomlinson agreed that directors/coordinators of the future will need to be change agents in the area of curriculum and instruction.[6]

Lenning and Nayman wrote in 1980,

> "To coordinate this wide diversity of functions and people, directors of the learning centers of the future will require much ingenuity, creativity, and skill in developing relationships and dealing with people at all levels. They will have to be specialists in the areas of gaining top-level administrative support and using incentives of all kinds7."

Creativity, ingenuity, developing relationships and dealing with

people at all levels would appear to be characteristics of good leadership.

Developing relationships to bring about change for a better future has not been limited to the campus. An entire sourcebook, volume 9, Forging New Partnerships In Learning Assistance spoke to the importance of learning assistance developing not only partnerships within the institution, but also with business, government, the community, and with colleagues in the fields[8].

Although leadership styles specifically were not discussed in any of the above, it is apparent that in order for directors/coordinators to bring about these innovative, challenging, risk-taking changes, the leadership qualities Lenning and Nayman mentioned must be acquired and leadership styles developed.

Management Skills

As in the case of leadership styles for directors/coordinators of learning assistance/developmental education programs, a review of the literature has not indicated a specific set of management skills, but rather the management of a learning assistance/development program was discussed through examples of management techniques and strategies as they applied to the specific programs described by those who wrote about them.

Leadership qualities, characteristics, and capabilities were also expressed. However, they were not expressed as elements

of leadership, but were described as skills and capabilities effective managers should demonstrate.

Christ, at California State University, Long Beach has authored some of the major articles on learning assistance management.

In his 1977 article, "Management of a Learning Assistance Sector", Christ told directors/coordinators how to get and do more with the resources they manage.[9] He divided resources into the following categories: space, program equipment and furnishings; program materials; personnel; and funds. In each area he emphasized: first, accountability not only to those who use the learning assistance center, but also to the institution; secondly, efficiency and effectiveness were emphasized in terms of the location, utilization, and accessibility of space, equipment and furnishings, materials and personnel, and the cost-effectiveness of equipment and furnishings, and program materials. With regards to funding, Christ in his article wrote,

> "Corporate terms like ROI (return on investment), zero based budgeting, cost-effectiveness, and cost benefits analysis are being used more frequently in budget announcements and performance reviews. To cope with this new approach in program budgeting, a manager needs a management system that has been described by Deegan and Fritz in MBO Goes To College as "...a total system of management, an attempt to incorporate all the things a manager ought to be doing into an organized effort. It is not any one of the many tools a manager will find helpful from one situation to the next: it is the whole toolbox." This system of total management is known as MBO, management by objectives. Objectives are ways and means of achieving program outcomes that are desirable as well as possible10."

He went on to discuss the MBO plan used in the Learning Assistance Support System (LASS) he directs. He emphasized that the primary mission and goals of LASS must be closely aligned with not only those of the department to which the LASS reported, but with those of the division and the institution.

In yet another article, Christ in 1978, outlined and described management techniques that are used on an ongoing basis at the LASS.[11] They were: "management by objectives (MBO), organizational development and renewal, networking, brainstorming, force-field analysis, and decision matrixes." Quality control is another important aspect of management Christ attributed to the successfulness of the LASS. Quality control was accomplished through the examination and evaluation of "all activities, procedures, and forms" and was "an ongoing documented process". Christ felt, "This quality control not only verifies operational effectiveness and efficiency, but also provides data for decision choices and offers opportunities for routine problem solving[12]."

Evaluation was not only done to determine "user and program outcomes, but to monitor the "activities and behaviors" of the LASS: "(1) to determine if they meet its published statement of mission, goals, and objectives; (20 to maintain quality control of its operations; (3) to improve cost-effectiveness; and (4) to adjust itself to the aspirations, needs, resources, and commitments of the institution that it serves[13]."

The management techniques and strategies Christ used on a daily basis have been adapted to other learning assistance/ developmental education programs. The LASS as a national model in learning assistance has taken the leadership role for training current and new directors, practitioners, and counselors in the field. LASS has trained "more than 300 administrators, counselors, and skills practitioners from (at least) 130 post secondary institutions." These institutions were from the United States and Canada, but also as far away as Japan, Nigeria, Switzerland, and Australia.

In a chapter from the 1981 New Directions Series, entitled "Becoming Professional in College Level Learning Assistance", Matthews said management should be an important aspect of training a director. She wrote,

> "The program director or large-program component director is a manager in addition to being a learning specialist. Management requires special skills and training in the administration of programs; selection, training, and supervision of staff; and budgeting."

Summary

In this chapter a review of the literature was undertaken to achieve the first objective of this study: to identify and report the leadership styles and management skills of learning assistance/developmental education directors/coordinators.

The review of the literature consisted of the nine (9) volumes of the Journal of Developmental Education, the twenty (20) yearbooks of the Western College Reading and Learning Association, the nine (9) sourcebooks of the New Directions for College Learning Assistance Series, ERIC searches, and books and articles authored by pioneers in the field of learning assistance/developmental education.

The most relevant information was identified and reported from the yearbooks of the Western College Reading and Learning Association, the New Directions for College Learning Assistance Series, and articles from well known directors in the field.

REFERENCES FOR CHAPTER II

1 Bogaard, Beverly R., JoAnn Wolf Dahlstrom and Mary J. Van De Warker. "Human Options for Human Beings". Proceedings of the Sixth Annual Conference of the Western College Reading Association VI (April 1973): pp. 21-28.

2 Cross, K. Patricia. "The Impact of the 1980's on Developmental Education." Journal Of College Learning and Reading XVII (April 1984): pp. 1-12.

3 Ibid.

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6 Dempsey, June and Barbara Tomlinson. "Learning Centers and Instructional/Curricular Reform". New Directions for College Learning Assistance 2 San Francisco: Jossey-Bass, Inc., 1980, pp. 41-58.

7 Lenning, Oscar T. and Robbie L. Nayman. "The Past, Present, and Future for Learning Centers". New Directions for College Learning Assistance 2 San Francisco: Jossey-Bass, Inc., Publishers, 1980, pp. 93-100.

8 Boylan, Hunter, ed. "Forging New Partnerships in Academe". New Directions for College Learning Assistance 9 San Francisco: Jossey-Bass, Inc., Publishers, 1982, pp.

9 Christ, Frank L. "Management Of A Learning Assistance Sector". Tenth Annual Proceedings of the Western College Reading Association X (April 1977): pp. 76-84.

10 Ibid.

11 Christ, Frank L. "Management Is Evaluation". Audiovisual Instruction (November 1978): pp. 26, 62.

12 Ibid.

13 Ibid.

14 Matthews, Joan M. "Becoming Professional in College Level Learning Assistance". New Directions for College Learning Assistance 4 San Francisco: Jossey-Bass, Inc., Publishers 1981, pp. 1-18.

CHAPTER III

FINDINGS

The second objective of this study was defined as follows:

To conduct a survey on the leadership styles and management skills learning assistance/developmental education program directors/coordinators have.

To achieve this objective the researcher designed an instrument, had the instrument validated, collected the data, and analyzed the data.

Procedures

A review of the literature indicated nothing specific on leadership styles of directors/coordinators of learning assistance/developmental education programs. The literature did reveal information on the management skills needed to operate such programs. Therefore, the researcher decided to design an instrument that would hopefully identify just what directors/coordinators of learning assistance/developmental education programs know about leadership, whether or not they see themselves as leaders and/or if they feel they possess leadership qualitites, characteristics or demonstrate some type of leadership style. The instrument was also designed in the hopes of determining whether or not the directors/coordinators see any difference between leadership and management. If not, perhaps some conclusions could be drawn from their responses as to why the literature indicated more information on managing learning assistance/developmental education programs and not any

specific information (that the researcher could find) on leadership as it relates to these programs.

Instrument Design

The instrument design was a combination survey/questionnaire. The survey consisted of the following statements and questions on the general background of the prospective respondent:

- .institution type
- institution size
- .population served by the center/program
- the formal and informal educational background of the respondent
- how the respondent obtained his/her current position
- previous experience and specific training
- to whom the respondent reported
- .who the respondent supervised
- .the organizational structure through which the respondent's center/program functioned
- whether or not the respondent was directly responsible for the center/program

A two-part instrument was seen as important to determine whether any conclusions could be drawn by comparing each respondent's general background to his/her questionnaire (part two of the instrument) answers. Secondly, a survey was thought necessary to see if the researcher might find similarities and differences to questionnaire answers among respondents from

similar backgrounds.

The questionnaire section of the instrument (see Appendix I) consisted of fourteen (14) open-ended questions. Although research indicated this type of questionnaire was less likely to be completed than perhaps an adaptation of a Likert scale type questionnaire, the researcher felt an open-ended questionaire would elicit much more tangible and specific information as to exactly what directors/coordinators know about leadership styles and management skills, and whether or not they see a difference between the two and WHY. A variation Likert scale questionnaire would not give the researcher an explanation to each respondent's answers. It would not have given each respondent's specific, detailed answer as to WHY they answered particular questions the way they did.

The questions were constructed to find out what the researcher was unable to in the available literature on leadership styles specifically related to directors/ coordinators of learning assistance/ developmental education programs should have. Finally, the questions were contrived to reflect a review of the literature on leadership styles and management skills from both public and private sectors at the corporate, governmental, and educational levels. The researcher had thought of a telephone survey/questionnaire, however, finances did not allow the researcher to do so.

Instrument Validation

The instrument was thought to be valid because it was closely aligned with the topic of research. However, the researcher also felt the validity of the instrument could best be determined by a panel of experts in the field of learning assistance/developmental education. Therefore, the researcher requested help in finalizing the construction of the instrument from the following three (3) experts:

- Martha Maxwell, Professor Emeritus
  University of California, Berkeley

- Hunter Boylan, Director
  Center for Developmental Education
  Appalachia State University
  Director, Kellogg Institute
  (Training Program for Developmental Educators)
  Boone, North Carolina

- Frank L. Christ, Director
  Learning Assistance Support System
  California State University, Long Beach

Two of the three were first contacted by telephone and asked if they would be a member of the panel. The third was asked in person. All three agreed. Then, each member of the panel was sent a letter again explaining who the researcher was, the research under study, as well as describing the instrument and its intended purpose. It also requested that each expert review the instrument and make any suggestions, modifications, or recommendations they saw to be necessary. The experts were

asked to return the instrument by a specified date in an enclosed self-addressed envelope.

The detailed responses from Martha Maxwell and Hunter Boylan are included in Appendix B. One expert gave written responses and suggestions for every item of the instrument. Another expert not only gave suggestions for both sections of the instrument, but actually included a sample chapter from the book The Administrative Grid (Blake, Mouton, and Williams, 1982). The third expert, Frank Christ, provided verbal responses to the original instrument in person. These responses also impacted the entire instrument. However, this particular expert suggested Question 2 ("Below please list words and phrases you consider characteristic of leadership and management") on the questionnaire section of the instrument.

There was some consensus among the experts either from conversations over the telephone, in person or in writing, with regards to three (3) major factors the experts felt would be a drawback to the instrument. Their concerns were as follows:

(1.) Many directors/coordinators have not had formal education or coursework in the areas of leadership and/or management.

(2.) Many directors/coordinators might be confused by the terms leadership and management in the context of the instrument; and

(3.) Many directors/coordinators probably would not have time to complete an open-ended instrument. This meant the researcher would not receive a large number of completed instruments.

All of the experts' modifications to the original instrument were adapted and included, as much as possible, into the final instrument. (Appendices A, B, C).

Data Collection

Once the instrument was finalized, the researcher selected names of directors/coordinators from two learning assistance/ developmental education organization mailing lists - National Association of Developmental Educators (NADE) and Western College Reading and Learning Association (WCRLA).

The researcher looked at each name on each list and determined whether or not the name was that of a director/ coordinator, the label was designated (used) as a prospective respondent to whom the instrument would be mailed. This process took place until there were forty-five (45) prospective respondents selected.

Once the names and addresses had been identified, a letter was written (See Appendix D), the instrument attached, a self-addressed stamped envelope included, and the entire package mailed to each prospective respondent.

The letter sent explained who the researcher was, the research under study, described the instrument and its intended purpose, explained that the instrument had been validated and by whom, and requested that each prospective respondent complete the instrument and return it by a specific date in the enclosed self-addressed stamped envelope.

Since the istrument was mailed near the end of the college/university term, the letter also indicated both work and home telephone numbers of the researcher and suggested that if it was more convenient for the respondents to telephone in their responses they could feel free to do so.

The respondents were given approximately three (3) weeks to respond. However, responses to the instrument were returned as late as eight (8) weeks after the initial mailing.

Sixteen (16) of the forty-five survey/questionnaires sent, were returned -- a 36 percent return. Percentages rounded off to the nearest tenth of a percent were given for each item, except those items where responses were better indicated or more appropriately identified in terms of a range of information. Respondents gave more than one answer for some items. Findings of the survey section of the instrument were reported and analyzed first. Then the findings of the questionnaire section were reported and analyzed. The survey/ questionnaire did not require either the respondents name, institution name, or location. Therefore, the researcher was

unable to determine whether or not data returned was from institutions in or outside the state of California.

Data Findings

The findings from survey/questionnaire mailed to directors/coordinators of learning assistance/developmental education programs are displayed in Tables 1 through 21 and are discussed below in the order they were presented to respondents.

Survey Results

Table 1 reports the responses to item A: Type of institution and item B: Size of institution. Forty percent (8) resondents did not identify their institutions as public or private.

TABLE 1

INSTITUTION TYPE AND SIZE

ITEMS	NUMBER	PERCENTAGE
A. TWO YEAR	11	69.0
FOUR YEAR	5	31.3
QUESTIONS	**NUMBER**	**PERCENTAGE**
B. PUBLIC	6	38.0
PRIVATE	2	13.0
	TWO YEAR	FOUR YEAR
C. 1,350 - 5,000 students	8	2
5,001 - 9,000 students	1	1
9,001 - 13,000 students	0	1
13,001 - 17,000 students	0	0
17,001 - 22,000 students	1	1

Population served by the center was item C. The responses to this item consisted of ESL, Developmental Education, Remedial, Freshman English, Math, Reading, Writing, Handicapped, and General students. There was one (1) no answer. Seven (7) responses consisted of the number of contacts and/or the number of individual students served by the center.

Item D required the type(s) of degrees the respondents had completed. As reported in Table 2, all respondents completed a Bachelor's degree, eight (8) completed Master's degrees, six (6) also had an Ed. D. and two (2) had a Ph. D.

TABLE 2

RESPONDENTS' POSTSECONDARY BACKGROUND

ITEMS		NUMBER	PERCENTAGE
D.	BACHELOR'S	16	100.0
	MASTER'S	8	50.0
	ED.D.	6	38.0
	PH.D.	2	13.0

Table 3 is a representation of survey items E: Courses taken related to leadership and/or management and F: Seminars taken related to leadership and/or management. There were four (4) respondents who either had not taken a leadership/ management course or had not taken a leadership/management seminar.

TABLE 3

LEADERSHIP/MANAGEMENT COURSES/SEMINARS TAKEN

ITEMS	NUMBER	PERCENTAGE
E. LEADERSHIP COURSES	1	6.3
MANAGEMENT COURSES	3	19.0
BOTH	8	50.0
NONE	4	25.0
F. LEADERSHIP SEMINARS	2	13.0
MANAGEMENT SEMINARS	3	19.0
BOTH	7	44.0
NONE	4	25.0

Item G, Table 4, asked respondents if they planned to enter the field of learning assistance/developmental education. Sixty-nine percent, (69%) had not planned to enter the field, while only twenty-five percent (25%) had planned to enter the field. There was one (1) no answer.

TABLE 4

RESPONDENTS' PLANS TO ENTER FIELD OF LEARNING ASSISTANCE/ DEVELOPMENTAL EDUCATION

ITEMS	NUMBER	PERCENTAGE
G. YES	4	25.0
NO	11	69.0

The next item, Item H asked if the respondent was the director/coordinator of the center (on a day-to-day basis) or if he/she was responsible for the department or program to which the center reported. Ten (10) or 63 percent were the director/coordinator; four (4) or 25 percent were responsible for the program/department to which the center reported; and one (1) or 6.3 percent was the tutorial coordinator who reported to the director. There was one (1) no answer. Table 5 indicates the responses.

TABLE 5

RESPONDENTS' JOB/POSITION

ITEMS	NUMBER	PERCENTAGE
H. DIRECTOR/COORDINATOR	10	63.0
RESPONSIBLE FOR DEPT./ PROGRAM TO WHICH CENTER REPORTS	4	25.0
TUTORIAL COORDINATOR	1	6.3

Table 6 reports the responses to Item I - "Were you recruited and hired for the position from outside the institution or within the institution? What was your previous position?" Seven (7) or 44 percent were recruited/hired outside the institution and eight (8) or 50 perent were recuited/hired from within the institution. There was one (1) no answer.

TABLE 6

HIRED FROM WITHIN/OUTSIDE INSTITUTION

ITEMS	NUMBER	PERCENTAGE
I. OUTSIDE	7	44.0
WITHIN	8	50.0

Table 7 indicates the previous positions held by respondents. Only 31.3 percent of the respondents had previous positions directly related to their current positions. Sixty-three percent did not have previous positions directly related to their current positions. There was one (1) no answer.

TABLE 7

PREVIOUS POSITIONS HELD

ITEMS	NUMBER	PERCENTAGE
I. DIRECTOR/MANAGER, LEARNING CENTER	5	31.3
ACADEMIC DEPARTMENT	6	38.0
OTHER (COLLEGE PASTOR, HOUSEWIFE, GRANT WRITER, DIRECTOR OF EXTERNAL FUNDS)	4	25.0

The number of years as a director/coordinator was the subject of Item J. The number of years as a learning assistance/developmental education center director/coordinator ranged from 11 months to 12 years.

Item K was concerned with previous experience related to the current position. Previous experience included individual counseling, small group work, manager, learning assistance support system, coordinator, reading lab, curriculum development, coursework for Ph.D. in Education Administration, high school English teacher, junior high read- ing teacher, handicapped, junior high English and math, none, and two (2) no answer.

Item L requested the specific type of learning assistance/ developmental training respondents had. Some respondents answers were a combination of the training experiences listed in Table 8. No leadership styles or management skills training was specified. Table 8 displays the responses to this item.

TABLE 8

LEARNING ASSISTANCE TRAINING

ITEMS	NUMBER
L. Kellogg Institute, Appalachian State University (Developmental Education)	1
Internship, California State University, Long Beach (Learning Assistance)	1
One-week Intensive Training Program, California State University, Long Beach (Learning Assistance)	1
Summer Institute, California State University, Long Beach (Learning Assistance)	2
Curriculum Development	2
Observing Directors	3
Workshops and Conferences	4

TABLE 8-CONTINUED

Reading Specialist Credential	1
PH. D. Courses	1
Reading, M.A.	1
None	4

Item M asked respondents to list the number of professional and student staff they supervise. Table 9 reports the responses to this item.

TABLE 9

CENTER STAFFING

ITEMS	RANGE
M. PROFESSIONAL (Faculty, Learning Center Personnel, Adjuncts, Adult Basic Education Instructor)	0 - 5
PARAPROFESSIONAL (No titles given)	0 - 14
STUDENT (Tutors, Clerks, Typists, Assistant, Receptionist, and Language Aides)	0 - 40

The last survey item, item N asked respondents to outline their organizational structure with reporting lines. Most respondents only gave the titles of those to whom they reported. One (1) respondent did not answer. Table 10 indicates these responses.

TABLE 10

RESPONDENTS' SUPERVISORS

ITEMS	NUMBER	PERCENTAGE
N. DEAN VICE-PRESIDENT	11	69.0
DIRECTOR OF CENTER	1	6.3
DEPARTMENT CHAIR	3	19.0

Questionnaire Results

Questions one through four, eight and nine were designed to determine the respondents' understanding of leadership and management, how the two concepts apply to them, and what affect, if any, their leadership styles and management skills had on one another.

Table 11 reports the responses to Question 1 which asked if the respondents saw a difference between leadership and management. Fifteen (15), 94 percent of the answers were positive. There was one (1) no answer.

TABLE 11

DIFFERENCE BETWEEN LEADERSHIP AND MANAGEMENT

QUESTIONS	NUMBER	PERCENTAGE
1. YES	15	94.0

Question 2 asked respondents to list words and phrases they considered characteristic of leadership and management. Twenty-five percent or four (4) did not answer. The remaining

seventy-five percent or twelve (12) agreed with the partial list made available to them under question 2 (see Appendix D). Everyone listed something under leadership and fourteen (14) of the sixteen (16) listed something under management. Table 12 lists the answers.

TABLE 12

LEADERSHIP/MANAGEMENT DESCRIPTORS

LEADERSHIP	MANAGEMENT
- transformational	- bureaucratic
- problem-solving skills	- authoritarian
- critical thinking	- machines
- attitude	- delegating
- interpersonal relationships	- distribution of work
- setting examples	- reasonable schedules
- designs programs but doesn't have to implement or validate them	- implements and trouble shoots leader's projects
- evaluation	- adapting "change" as needed
- assisting positive morale	- consistently monitoring
- problem-solving creative	progress
- clear values	- coordinating
- clear personal goals	- training ability
- continuous personal development	- high team building
- possesses perceived power	capacity
- causes reactions to occur	- management insight
- enlists cooperation	- coordinating activities
- communication	- information processing
- cooperation	up and down
- consideration	- resolving conflict
- productivity	- more concern for organi-
- professionalism	zation than individuals
- has vision	in organization
- ability to see those things that can impact negatively or positively his/her vision	- does more delegating than actual work (Do as I say, not as I do.)
- leads by example "does the work"	- managing resources
- genuine concern for welfare of others	- interfacing with other areas
- brings out the potential in each person supervised	- working with master planning
- evaluating staff development	
- modelling mission of center	

TABLE 12-CONTINUED

- advocating for learning assistance--interpreting fit with institution goals	¶¶ ¶¶ ¶¶ ¶¶
- Management is a form or employs leadership, though leadership does not have to involve management. Thus any word/phrase can apply to both. Not neatly separable.	

The responses to Question 3, "Do you consider yourself a leader or a manager?" are displayed in Table 13. Three (3) or 19 percent considered themselves "leaders"; two (2) or 13 percent considered themselves "managers"; and ten (10) or 63 percent saw themselves as both a leader and a manager. There was one (1) no answer. Although three (3) respondents considered themselves leaders and ten (10) respondents considered themselves both leaders and managers, only seven (7) explanations to this question corresponded to the definition of leadership given in Chapter 1 of this study. Further, the seven (7) explanations were the only ones that were directly related to the words and phrases listed under leadership in Question 2.

TABLE 13

LEADER OR MANAGER?

ITEMS	NUMBER	PERCENTAGE
LEADER	3	19.0
MANAGER	2	13.0
BOTH	10	63.0

Table 14 reports the responses to Question 4 which asked if respondents considered their leadership or management style to be aggressive, participative or a combination of the two. One (1), 6.3 percent answered aggressive; six (6), 38 percent answered participative; and eight (8) , 50 percent answered both.

TABLE 14

LEADERSHIP STYLES

ITEMS	NUMBER	PERCENTAGE
AGGRESSIVE	1	6.3
PARTICIPATIVE	6	38.0
BOTH	8	50.0

Question 5 asked respondents if they involved staff in major decisons. Table 15 indicates their respnses. Seventy-five percent, twelve (12) answered YES; 19 percent, three (3) answered DOESN'T APPLY. Of the three (3) who answered DOESN'T APPLY, did not have staff. Another only supervised student staff who were involved in some decisions, but not major decisions. The third only responded, DOESN'T APPLY.

TABLE 15

STAFF INVOLVEMENT IN DECISIONS

RESPONSES	NUMBER	PERCENTAGE
YES	12	75.0
NO	0	0.0

TABLE 15-CONTINUED

SOMETIMES	0	0.0
DOESN'T APPLY	3	19.0

The examples of the responses given in TABLE 15 correspond to the leadership and management styles responses indicated in TABLE 14.

Questions 6 and 7, Tables 16 and 17, asked respondents if they planned, justified and supervised budget, and whether or not they planned, designed and furnished space. Seventy-five, (75) percent of the respondents supervised budget, while only 19 percent did not. Eight-eight percent planned, designed and furnished space. Only 6.3 percent or one (1) does not. There was one (1) no answer response to each question.

TABLE 16

BUDGET PLANNING, JUSTIFICATION AND SUPERVISION

RESPONSES	NUMBER	PERCENTAGE
YES	12	75.0
NO	3	19.0

TABLE 17

SPACE CONSIDERATIONS

	NUMBER	PERCENTAGE
YES	14	88.0
NO	1	6.3

The responses to questions six and seven correspond to the words and phrases listed by respondents in Question number 2 and also to the kinds of management skills given to Questions number 8 and 12.

There were four (4) or 25 percent of the respondents who did not answer this question. Although, the remainder of the responses ranged from word processing skills to Administrative Services Credential, enrollment in a Ph.D. program, the majority of the responses included planning, organizing, developing, controlling, motivating, analyzing, ability to listen, communicate and interact with people. These responses closely corresponded with the words and phrases listed under "management" and a couple were the same as those listed under "leadership" in question number 2.

Table 18 displays the answers to Question 9, "Does your leadership style affect your management skills?" Seven (7) or 44 percent answered YES; six (6) or 38 percent answered NO; and three (3) gave answers that did not answer the question.

TABLE 18

DOES LEADERSHIP STYLE AFFECT MANAGEMENT SKILLS?

	NUMBER	PERCENTAGE
YES	7	44.0
NO ANSWER	6	38.0
RESPONSES DID NOT ANSWER QUESTION	3	18.8

Although seven (7) respondents gave a YES answer to this question, some of the explanations did not indicate a clear understanding of leadership as defined in this study. Examples are:

- "I tend to be easy-going and do not delegate."
- "I am highly inclined to a standard of professionalism which sometimes creates problems for others."
- "Disperse responsibility."
- "Leadership style effects which management skills I choose to use and how I wield them."
- "Negated because of management skills of position."

Questions ten, eleven, thirteen, and fourteen elicited responses regarding the type of leadership and management training respondents felt they needed, where one would go for this training, whether or not there is a need for learning assistance/developmental education directors/coordinators to be trained in these areas, and how training should be made available.

Question 10 asked what skills, information or training the respondents felt they needed to improve their leadership styles and management skills. Four (4) or 25 percent of the respondents did not answer this question. One (1) respondent answered NONE. Three (3) answers did not indicate skills, information, or the type and subject of training: "still learning", "gradual broad improvement, not filling of major gaps", "I would like to take a year leave to take courses.

However, I do not have enough time on the job to ask for the time off."

The remainder of the responses included the following: "power" politics, information about the LRC which is discussed at higher administration levels, effectively influencing certain personality types, one-week training at California State University, Long Beach and one month at the Kellogg Institute, budgeting, grant writing, developmental training, staff evaluation training, ability to delegate and effectively reprimand, and correction feedback delivery.

More than fifty percent of the respondents felt they needed information, skills and/or training to improve their leadership styles and management skills.

Question 11, Table 19, was also designed to determine if respondents felt they needed training in leadership and management, would they know where to go to obtain it.

TABLE 19

LEADERSHIP/MANAGEMENT TRAINING RESOURCES FOR LEARNING ASSISTANCE/DEVELOPMENTAL EDUCATION

RESPONSES	NUMBER	PERCENTAGE
GRADUATE COURSES	3	19.0
UNIVERSITY (in general)	2	13.0
MENTOR(S)	2	13.0
GENERAL WORKSHOPS ON LEADERSHIP/MANAGEMENT	2	13.0

TABLE 19-CONTINUED

SPECIFIC LA/DE* TRAINING PROGRAMS, SEMINARS, WORKSHOPS	4	25.0
NO ANSWER	4	25.0

* LA/DE = LEARNING ASSISTANCE/DEVELOPMENTAL EDUCATION

** ONE (1) RESPONDENT GAVE TWO PLACES FOR TRAINING.

Question 12 asked respondents what skills they thought effective directors/coordinators should have. There were seven (7) or 43.8 percent of the respondents who did not give an answer to the question. Only three (3) respondents' answers consistent with those management skills listed in question number 2 and the skills respondents felt they needed in question number 10.

The skills listed were as follows: interpersonal skills, directing, planning, flexibility, common sense, organizational abilities, listening, evaluating institutional change, interviewing, group dynamics, how to run a meeting, set direction, goals, and objectives, propose and justify funding, reward good work, and skills which maximize services and build liaisons.

Table 20 reports the answers to Question 13 which asked if there is a need for directors/coordinators to be trained in the areas of leadership and management skills. Sixty-three percent, ten (10) answered YES and 38 percent, six (6) gave no answers.

TABLE 20

NEED FOR LEADERSHIP/MANAGEMENT TRAINING FOR LEARNING ASSISTANCE/DEVELOPMENTAL EDUCATION

RESPONSES	NUMBER	PERCENTAGE
YES	10	63.0
NO ANSWER	6	38.0

The final question, Question 14 asked if training should be made available for directors/coordinators and how the training should be made available. Table 21 displays their answers. Twenty-five percent, four (4) answered SUMMMER PROGRAMS, 6.3 percent, one (1) answered GRADUATE PROGRAMS, 19 percent, three (3) answered GENERAL WORKSHOPS, 13 percent answered ALL (training housed on every institution, graduate program, graduate courses, summer training, specific institutions offer training), and 38 percent, six (6) gave no answer.

TABLE 21

LEADERSHIP/MANAGEMENT TRAINING FOR LEARNING ASSISTANCE/DEVELOPMENTAL EDUCATION: HOW, WHERE?

RESPONSES	NUMBER	PERCENTAGE
SUMMER PROGRAMS	4	25.0
GRADUATE COURSES	1	6.3
GENERAL WORKSHOPS	3	19.0
ALL IDEAS MENTIONED IN THE QUESTION	2	13.0

Several respondents felt training would be difficult for them to acquire because their institutions would not pay for the training and the respondents could not afford to pay for the training themselves.

Analysis of Responses and Answers

The survey/questionnaire was designed to assist in fulfilling the purpose of this study. The purpose of the study was to identify the leadership styles and management skill directors/coordinators should have to meet the future needs of higher education and the community.

The respondents' answers to Questions 1-4, 8-9, and 12 are reported in Tables 11-14 and 18, (the information reported for Questions 8 and 12 are reported in paragraph form) in this chapter indicated the leadership styles and management skills directors/coordinators had, skills, information and training they needed to improve their leadership styles and management skills, as well as the management skills they thought effective directors/coordinators should have.

This study was also based on four assumptions. Two of the four assumptions have been addressed by answers to the questionnaire.

Assumption 3 of this study stated that many directors/coordinators have not had any formal or informal training in leadership. All respondents indicated, Table 3, they had taken either a course or seminar (if not both) related to leadership and/or management.

Assumption 4 stated that many directors do not view themselves as leaders. Three (3) or 19.0 percent, Table 13, indicated that these respondents considered themselves leaders.

Ten (10) of 63 percent considered themselves both leaders and managers. (Table 3).

As discussed in the Instrument Design section of this chapter, (A two-part instrument was seen as important to determine if any conclusions could be drawn by comparing each respondents' general background to his/her questionnaire (part two of the instrument) answers. Secondly, a survey was thought necessary to see if the researcher might find similarities and/or differences to questionnaire answers among respondents from similar backgrounds). When comparing the survey general background individual responses to individual questionnaire answers no real correlations or conclusions could be drawn. There was no trend or pattern among individual responses to the survey and answers to the questionnaire.

The same was true when trying to determine if there were similarities and/or differences between questionnaire answers from respondents of similar backgrounds. No great disparity, trend, pattern, similarities and/or differences were indicated when comparing educational background, whether or not it had been planned to enter the field of learning assistance/ developmental education, leadership and/or management courses/ seminars taken, previous experience, or whether or not learning assistance/developmental education training had been completed to each respondents' questionnaire answers or when comparing the above information to the questionnaire answers of respondents from similar backgrounds.

However, similarities were determined when comparing respondents survey of general background responses to each other.

Sixty-three percent or ten (10) of the respondents completed Master's degrees in English, Reading or Education. One (1) respondent had not pursued a Master's. Another did not specify his/her major. The remaining four (4) completed their Master's degrees in the areas of German Literature, Business, American Studies, and History. Two (2) of the respondents the Business and American Studies majors also completed doctorates in Education Administration.

It therefore could be concluded that the majority of learning assistance/developmental education directors/coordinators are from English, Reading, and/or Education backgrounds which does not necessarily promote or encourage the practical application of leadersip and/or management skills as much as these areas promote teaching skills.

There was also another similarity among survey background responses. Of the six (6) respondents who were not the director/coordinator of the center, three (3) of them had no direct previous experience, two had previous experience in reading labs (which is only on small component of a learning assistance/developmental education center), and the sixth respondent did not answer the previous experience item. Further, four (4) of theses six (6) respondents had no formal

learning assistance/developmental education training and a fifth respondent did not answer the item regarding formal training.

These were the only direct similarities that could be derived based on the respondents backgrounds.

The data indicated that regardless of type of institution, institution size, background of the respondents - education, previous position, whether or not the person was hired from within or from outside the institution - and organizational structure, leadership styles do exist among learning assistance/developmental education directors/ coordinators and management skills are utilized.

The degree to which leadership styles exist and management skills are used was vague. Fifteen (15) or 94 percent of the respondents saw a difference between leadership and management and listed words and phrases to Question number 2 that closely corresponded to the definitions of leadership and management as defined in this study. Three (3) or 19 percent of the respondents considered themselves leaders, two (2) or 13 percent considered themselves managers, and ten (10) or 63 percent felt they were both leaders and managers. However, only seven (7) out of fifteen (15), less than half gave explanations that corresponded to their answers to Questions 1 and 2 or to the definitions as given in this study.

Further, the same was true of the explanations given along with the answers to Question 8 - "What management skills do you

possess that affect your leadership style?" - and Question 9 - "Does your leadership style affect your management skills?"

The data also indicated that 69 percent (11) did need skills, information or training to improve their leadership styles and management skills. All but 25 percent (4) knew where or how they might obtain leadership styles and management skills training and 63 percent (10) felt there is a need for learning assistance/developmental education program directors/ coordinators, in general to be trained in the areas of leadership styles and management skills.

Summary

In this chapter, the ways in which the researcher went about achieving the second objective of this study - to conduct a survey on the leadership styles and management skills learning assistance/developmental education program directors/ coordinators have - were discussed. The researcher designed an instrument, had the instrument validated, collected the data, and analyzed the findings.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The third objective of this study was defined as follows:

To make recommendations on the leadership styles and management skills learning assistance/developmental education directors/coordinators need to impact on the future of learning assistance/ developmental education. To achieve this objective, the first two objectives of the study were undertaken.

Recommendations on leadership styles and management skills for learning assistance/developmental education directors/ coordinators can be found in the Recommendations section of this chapter.

Summary

The purpose of this study was to identify the leadership styles and management skills that directors/coordinators should have to meet the future of higher education and the community.

The objectives of the study were outlined as follows:

Objective 1: To identify the leadership styles and management skills of learning assistance/developmental education directors/coordinators.

Objective 1 was achieved by reviewing the literature on leadership styles and management skills of learning assistance/developmental education directors/coordinators. The review of the literature was reported in Chapter 2.

Objective 2: Conduct a survey on leadership styles and

management skills of learning assistance/developmental education directors/coordinators have.

Objective 2 was achieved by

a.) constructing a survey based on the literature search to identify the leadership styles and management skills of learning assistance/developmental education directors/coordinators;

b.) validating the survey through a panel of experts in the field of learning assistance/developmental education;

c.) mailing the validated instrument to learning assistance/developmental education directors/coordinators;

d.) compiling and analyzing the responses. This was reported in Chapter 3.

Assumptions were made, terms defined, and the method of study was undertaken.

The method of study required that specific activities took place based on each objective.

To achieve the first objective a review of the literature on leadership styles and management skills of learning assistance/developmental education program directors/coordinators was undertaken and the findings reported in Chapter II.

Although there was no direct reference to leadership styles

of learning assistance/developmental education program directors/coordinators, leadership was found to be an underlying element in much that has been written and reviewed given the of leadership as defined in Chapter I.

A review of the literature indicated that the qualities, characteristics, and capabilities of leadership were promoted and encouraged as found in the 1973 article, "Human Options for Human Beings"[1] and the presidential keynote addresses delivered at the 1984[2] and 1985[3] Western College Reading and Learning Association conferences. Learning assistance/ developmental education program directors/coordinators were referred to as leaders of change for the future and change agents. In order to become effective change agents, they must develop leadership qualities such as "...ingenuity, creativity, and skills in developing relationships and dealing with people at all levels."[4]

A review of the literature on the management skills of learning assistance/developmental program directors/coordinators was also undertaken. As was the case with leadership styles specific to learning assistance/developmental education program directors/coordinators, there was no specific set of management skills the researcher could find for directors/coordinators. Instead, the literature discussed management of a learning assistance/developmental education program through examples of management techniques and strategies as they were applied to the program described.

To achieve the second objective - to conduct a survey on the leadership styles and management skills learning assistance/ developmental education program directors/coordinators have - the researcher designed a survey/questionnaire instrument to obtain background information on the respondents and their institutions as well as to obtain information from the respondents on leadership styles and management skills specifically related to learning assistance/developmental education program directors/coordinators.

The instrument was validated by a panel of experts. Respondents were randomly selected from the mailing lists of major learning assistance/developmental education organizations. Forty-five (45) instruments were mailed and sixteen (16) were returned. The data was collected, reported, and analyzed in Chapter III.

Conclusions

The conclusions that have been drawn from the study are as follows:

1) Learning assistance/developmental education program directors/coordinators saw a difference between leadership and management.

2) Learning assistance/developmental program directors/coordinators considered themselves either leaders, managers, or both.

3) Learning assistance/developmental program directors/coordinators demonstrated either a leadership or management style.

4) The majority of learning assistance/developmental education program directors/coordinators possessed management skills that affect their leadership styles.

5) More than half of the learning assistance/developmental education program directors/coordinators' leadership styles affect their management skills.

6) The majority of learning assistance/developmental education program directors/coordinators felt they needed additional skills, information, or training to improve their leadership styles and management skills.

7) The majority of learning assistance/developmental education program directors/coordinators felt there is a need for learning assistance/developmental education program directors/coordinators, in general, to be trained in the areas of leadership and management.

8) Although the majority of respondents knew where to go for training, they could not afford training unless the institution paid for it.

Recommendations

As a result of the study there is a need for training in leadership styles and management skills for new and current directors/coordinators of learning assistance/developmental education programs. Therefore, the following recommendations are suggested.

1) An advisory board of learning assistance/developmental education experts should be formed to designate at least two outstanding learning assistance/developmental programs, one in the east and one in the west to sponsor an ongoing learning assistance/developmental education leadership styles and management skills training institute for new and current directors/coordinators.

2) The advisory board should plan the curriculum for the institute and develop a manual that new and current directors/coordinators are able to use and have on a daily basis at their institutions.

a) Ideas for this institute and manaual might also be gotten by surveying learning assistance/developmental education directors/coordinators nationwide on what their needs are.

b) The manual should contain leadership styles and management skills concepts, ideas, materials and activities specific to the needs of new and current directors/ coordinators

3) New and current directors/coordinators could participate in the institute by travelling to and corresponding with one of the sponsoring learning assistance/developmental education programs.

4) An electronic network, computer bulletin board service might also be developed so that new and current directors/ coordinators could be mentored by experts in the field and other directors/coordinators who have expertise in the areas of leadership and management.

a) Directors/coordinators who have leadership and management expertise migh be identified by the experts and also through the survey mentioned above.

b) The electronic network might be developed or established through a grant from a funding source such as the Danford Foundation.

Additional recommendations concern the survey/questionnaire instrument. They are as follows:

5) Particular answers in the questionnaire should be studied in depth. Suggested questions for further study are:

a) Do you consider yourself a leader or a manager? Please explain.

b) Do you consider your leadership or management style to be aggressive, participative, or a combination of the two?

c) What management skills do you possess that affect your leadership style?

d) Does your leadership style affect your management skills?

e) What skills information or training do you feel you need to improve your leadership style and management skills?

6) Additional questions should be included in the questionnaire. Suggested questions are:

a) Why is leadership important to your position as learning assistance/developmental education program director/ coordinator?

b) Is leadership important to the field of learning assistance/developmental education? Please explain.

7) The study should be conducted again for the following reasons:

a) To include the additional questions suggested in number 6 above.

b) To have more time to interview respondents whether

over the telephone or in person in order to get more in depth information.

c) To sample a larger population of learning assistance/developmental education program directors/ coordinators.

d) To find out what training programs are available and what information the programs provide in terms of leadership and management.

e) To have more time to compare and analyze responses in relationship to each respondents background - educational and employment.

f) To have more time to compare and analyze responses from respondents with similar backgrounds to see what conclusions can be drawn.

8) A follow up study might be conducted to note any changes in responses from respondents who have participated (since this study) in leadership and management training.

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APPENDIX A

QUESTIONNAIRE

1. DO YOU CONSIDER YOURSELF A LEADER OR MANAGER? PLEASE EXPLAIN. Both. I see all great managers to be leaders in their fields.
2. DO YOU CONSIDER YOUR LEADERSHIP OR MANAGMENT STYLE TO BE AUTHORITARIAN, PARTICIPATIVE OR A COMBINATION OF THE TWO?
   Combination of two
3. DO YOU INVOLVE STAFF IN MAJOR DECISIONS? HOW OFTEN? UNDER WHAT CIRCUMSTANCES?
   Yes – almost always. At staff mtgs + in personal consultation
4. WHAT MANAGEMENT SKILLS DO YOU POSSESS THAT AFFECT YOUR LEADERSHIP STYLE?
   Energy – curiosity – time mgmt + task orgn skills
5. HOW DOES YOUR LEADERSHIP STYLE AFFECT YOUR MANAGEMENT SKILLS?
   It enhanced it.
6. WHAT SKILLS, INFORMATION, OR TRAINING DO YOU FEEL YOU NEED TO IMPROVE YOUR LEADERSHIP STYLE AND MANAGEMENT SKILLS?
   On going trng + daily info input of
7. WHERE WOULD YOU GO TO RECEIVE LEADERSHIP STYLES AND MANAGEMENT SKILLS TRAINING?
   AMA workshops
8. WHAT MANAGEMENT SKILLS DO YOU THINK EFFECTIVE DIRECTORS/ COORDINATORS SHOULD HAVE?
   people skills, orgn skills, personal effectiveness skills
9. DO YOU SEE A DIFFERENCE BETWEEN LEADERSHIP AND MANAGEMENT? PLEASE EXPLAIN.
   leaders have followers; managers have subordinates
10. BELOW PLEASE LIST WORDS AND PHRASES YOU CONSIDER CHARACTERISTIC OF LEADERSHIP STYLES AND MANAGEMENT SKILLS.

LEADERSHIP STYLES	MANAGEMENT SKILLS
INNOVATOR	INFORMATION PROCESSING
COMMUNICATOR	LISTENING
NETWORKER	TIME MGMT
INFORMATION SCANNER	TASK ORGN
MOTIVATOR	DELEGATION

Frank Christ

APPENDIX B

Dear Elaine –

Sorry for the delay in getting this back to you. As I mentioned to you over the phone, my concern was with the terms leadership + management. Leadership to me implies some inborn traits that have been well developed + a charisma that attracts + maintains followers while management involves ~~effective~~ supervision of other people within an organization. Good managers may also be good leaders but don't have to be. Neither do leaders have to be ~~most~~ managers.

I'm not sure where you would put the word "administration" but most course involved that term (or management.)

What you need to include in your questionnaire is what we used to call Flanagan's Critical Incident method — i.e.,

Not ~~just~~ do you involve ~~staff~~ in decisions?

But give an example of what decision + how you involved staff in deciding recently.

It would be good to ask ~~for~~ for examples for some of your other vague questions.

Hope this helps. Good luck!

QUESTIONNAIRE

1. DO YOU CONSIDER YOURSELF A LEADER OR MANAGER? PLEASE EXPLAIN.

?? See comments

2. DO YOU CONSIDER YOUR LEADERSHIP OR MANAGMENT STYLE TO BE AUTHORITARIAN, PARTICIPATIVE OR A COMBINATION OF THE TWO?

This is a loaded question — they have often terms for authoritarian these days.

3. DO YOU INVOLVE STAFF IN MAJOR DECISIONS? HOW OFTEN? UNDER WHAT CIRCUMSTANCES?

need for respondent to give examples — do stuff. i.e. help in budget planning evaluations forms etc.

4. WHAT MANAGEMENT SKILLS DO YOU POSSESS THAT AFFECT YOUR LEADERSHIP STYLE?

This is vague — I'm not sure I could answer it

5. HOW DOES YOUR LEADERSHIP STYLE AFFECT YOUR MANAGEMENT SKILLS?

This is vague

6. WHAT SKILLS, INFORMATION, OR TRAINING DO YOU FEEL YOU NEED TO IMPROVE YOUR LEADERSHIP STYLE AND MANAGEMENT SKILLS?

(I'd answer "a better vice Chancellor")

7. WHERE WOULD YOU GO TO RECEIVE LEADERSHIP STYLES AND MANAGEMENT SKILLS TRAINING?

What programs would your institution pay for?

8. WHAT MANAGEMENT SKILLS DO YOU THINK EFFECTIVE DIRECTORS/ COORDINATORS SHOULD HAVE?

9. DO YOU SEE A DIFFERENCE BETWEEN LEADERSHIP AND MANAGEMENT? PLEASE EXPLAIN.

This should have been asked first.

10. BELOW PLEASE LIST WORDS AND PHRASES YOU CONSIDER CHARACTERISTIC OF LEADERSHIP STYLES AND MANAGEMENT SKILLS.

LEADERSHIP STYLES	MANAGEMENT SKILLS
	This should
	be second.

I don't think you'll get useable information from 4 & 5 above.

You need a question about how people get into the coordinator's role.

SURVEY

Were they recruited from outside the institution — or from another dept within

Had they deliberately planned to enter the field or backed in?

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GENERAL BACKGROUND INFORMATION

TYPE OF INSTITUTION: (TWO-YEAR, FOUR-YEAR, PUBLIC, PRIVATE):

SIZE OF INSTITUTION:

POPULATION SERVED BY THE CENTER:

YOUR UNDERGRADUATE DEGREE(S):

MAJOR(S):

YOUR GRADUATE DEGREE(S):

MAJORS(S):

COURSE(S) TAKEN RELATED TO LEADERSHIP AND/OR MANAGEMENT:

SEMINAR(S) AND/OR WORKSHOP(S) TAKEN RELATED TO LEADERSHIP AND/OR MANAGEMENT:

NUMBER OF YEARS AS A LEARNING ASSISTANCE/DEVELOPMENTAL EDUCATION CENTER DIRECTOR/COORDINATOR: OR RI

(no of years in related position?

PREVIOUS EXPERIENCE RELATED TO YOUR PRESENT POSITION AS DIRECTOR/COORDINATOR:

SPECIFIC TRAINING IN LEARNING ASSISTANCE/DEVELOPMENTAL EDUCATION (SPECIFY LEADERSHIP STYLES OR MANAGEMENT SKILLS TRAINING):

Should'nt they be up in Q. 7

Where do you want cogn. styles comes?

NUMBER OF PROFESSIONAL AND STUDENT STAFF YOU SUPERVISE:

(What types of pos. ?)

PERSON TO WHOM YOU REPORT: (TITLE, PROGRAM, DEPARTMENT OR DIVISION):

Do you plan, justify & supervise departmental budget?

Do you plan, furnish, design working space for program?

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Need more specific questions about management functions.

Not many do not have anything to do w/ budget

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Appalachian State University
Boone, North Carolina 28608

November 20, 1986

Ms. Marie-Elaine Burns Reed
Learning Assistance Support System
California State University
Long Beach, California 90840

Dear Elaine,

Thanks for sending me a copy of your survey form to review. I think a project on leadership styles for developmental and learning assistance program directors is a good idea. Let me encourage you to pursue the project and let me also request that you share the results of your study with me.

Insofar as the form is concerned, I have no problems with the first page. I'm not sure how useful the questions on courses taken in leadership or management will be except to document that most program directors haven't taken any courses in these areas. You might also wish to be more explicit in asking the question on reporting lines. It will be useful to know if the developmental or learning assistance program reports through student affairs, academic affairs, or some other administrative unit. The way the question is phrased won't necessarily give you that information.

On the second page, I'm immediately concerned about how you're going to tabulate and analyze the responses. All those open-ended questions are going to cause you problems when you get to the tabulation and analysis stage (unless this is a pilot project that will preceed an expanded study). You're either going to have to work with a very small sample at this point or change to way in which the questions are asked.

As I suggested in an earlier telephone conversation, you might want to consider using an existing instrument for measuring leadership styles. I'm enclosing a sample chapter from The Academic Administrator Grid (Blake, Mouton, & Williams, 1982) that will give you an idea of the sort of existing instrument I'm talking about. You might also want to consider using something like the Myers-Briggs Type Inventory for assessment of leadership styles.

If you do decide to stay with your current format, you should probably define what you mean by such things as "leader vs. manager," "authoritarian vs. participative," etc. Unless

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I am greatly mistaken, the majority of program managers in our field have little background in leadership or management. As a result, the words you're using won't mean the same thing to them as they do to you. That will also cause problems with tabulation and analysis.

Finally, I should point out that the second page of the questionnaire is going to take a lot of time to complete. You are asking questions that will take some thought and some explanation. My guess is that the sheer volume of time involved in responding is going to reduce the number of responses you get.

Anyhow, Elaine, those are my feelings on the issue. I'm sorry that I wasn't able to meet your November 17 deadline for responding but we didn't receive your letter here until November 17.

Good luck with this project, Elaine. Let me know if there's anything else I can do to help out.

Sincerely,

Hunter R. Boylan, Ph.D.
Director, Kellogg Institute

APPENDIX C

SURVEY

GENERAL BACKGROUND INFORMATION

TYPE OF INSTITUTION: (TWO-YEAR, FOUR-YEAR, PUBLIC, PRIVATE):

SIZE OF INSTITUTION:

POPULATION SERVED BY THE CENTER:

YOUR UNDERGRADUATE DEGREE(S):

MAJOR(S):

YOUR GRADUATE DEGREE(S):

MAJORS(S):

COURSE(S) TAKEN RELATED TO LEADERSHIP AND/OR MANAGEMENT:

SEMINAR(S) AND/OR WORKSHOP(S) TAKEN RELATED TO LEADERSHIP AND/OR MANAGEMENT:

DID YOU PLAN TO ENTER THE FIELD OF LEARNING ASSISTANCE/ DEVELOPMENTAL EDUCATION? IF NOT, HOW DID YOU ENTER THE FIELD?

ARE YOU A DIRECTOR/COORDINATOR OF A LEARNING ASSISTANCE/ DEVELOPMENTAL EDUCATION CENTER OR ARE YOU RESPONSIBLE FOR A PROGRAM OR DEPARTMENT TO WHICH THE CENTER REPORTS?

BEST COPY AVAILABLE

WERE YOU RECRUITED AND HIRED FOR THE POSITION OF DIRECTOR/COORDINATOR FROM OUTSIDE YOUR INSTITUTION OR FROM WITHIN THE INSTITUTION? WHAT WAS YOUR PREVIOUS POSITION, TITLE, PROGRAM, DEPARTMENT AND DIVISION?

NUMBER OF YEARS AS A LEARNING ASSISTANCE/DEVELOPMENTAL EDUCATION CENTER DIRECTOR/COORDINATOR OR RELATED POSITION (IF YOU ARE A NEW DIRECTOR/COORDINATOR) PLEASE GIVE RELATED POSITION TITLE, PROGRAM, DEPARTMENT, DIVISION.

PREVIOUS EXPERIENCE RELATED TO YOUR PRESENT POSITION AS DIRECTOR/ COORDINATOR:

SPECIFIC TRAINING IN LEARNING ASSISTANCE/DEVELOPMENTAL EDUCATION (SPECIFY LEADERSHIP STYLES OR MANAGEMENT SKILLS TRAINING):

NUMBER OF PROFESSIONAL AND STUDENT STAFF YOU SUPERVISE: (SPECIFY THEIR POSITIONS AND/OR TITLES)

BEST COPY AVAILABLE

OUTLINE YOUR ORGANIZATIONAL STRUCTURE WITH REPORTING LINES:
(TO WHOM DO YOU REPORT, TO WHOM DOES YOUR IMMEDIATE SUPERVISOR REPORT, WHO REPORTS TO YOU) ARE ANY OF THESE RELATIONSHIPS OF AN ADVISORY CAPACITY?

BEST COPY AVAILABLE

PLEASE USE ADDITIONAL PAPER TO ANSWER THE QUESTIONS BELOW.

QUESTIONNAIRE

1. DO YOU SEE A DIFFERENCE BETWEEN LEADERSHIP AND MANAGEMENT? PLEASE EXPLAIN.

2. BELOW PLEASE LIST WORDS AND PHRASES YOU CONSIDER CHARACTERISTIC OF LEADERSHIP AND MANAGEMENT. (EXAMPLES ARE PROVIDED.)

LEADERSHIP	MANAGEMENT
*The making of decisions	*Organizing and Planning
*Effectively influencing others towards goal setting & achievement	*Responsible for effectiveness & efficiency
	*Directing, Enforcing, Supervising
*Creating effective change	

3. DO YOU CONSIDER YOURSELF A LEADER OR MANAGER? PLEASE EXPLAIN.

4. DO YOU CONSIDER YOUR LEADERSHIP OR MANAGMENT STYLE TO BE AGRESSIVE, PARTICIPATIVE OR A COMBINATION OF THE TWO?

5. DO YOU INVOLVE STAFF IN MAJOR DECISIONS? HOW OFTEN? UNDER WHAT CIRCUMSTANCES? PLEASE GIVE TWO EXAMPLES.

6. DO YOU PLAN, JUSTIFY, AND SUPERVISE BUDGET FOR THE CENTER OR FOR THE PROGRAM/DEPARTMENT FROM WHICH THE CENTER RECEIVES FUNDING? IF NOT, WHO DOES?

7. DO YOU PLAN, DESIGN, AND FURNISH WORKING SPACE FOR THE CENTER? IF NOT, WHO DOES?

BEST COPY AVAILABLE

9. WHAT MANAGEMENT SKILLS DO YOU POSSESS THAT AFFECT YOUR LEADERSHIP STYLE?

9. DOES YOUR LEADERSHIP STYLE AFFECT YOUR MANAGEMENT SKILLS? PLEASE EXPLAIN.

10. WHAT SKILLS, INFORMATION, OR TRAINING DO YOU FEEL YOU NEED TO IMPROVE YOUR LEADERSHIP STYLE AND MANAGEMENT SKILLS, IF ANY?

11. WHERE WOULD YOU GO TO RECEIVE LEADERSHIP STYLES AND MANAGEMENT SKILLS TRAINING?

12. WHAT MANAGEMENT SKILLS DO YOU THINK EFFECTIVE DIRECTORS/ COORDINATORS SHOULD HAVE?

13. DO YOU FEEL THERE IS A NEED FOR LEARNING ASSISTANCE/ DEVELOPMENTAL EDUCATION DIRECTORS/COORDINATORS TO BE TRAINED IN THE AREAS OF LEADERSHIP AND MANAGEMENT SKILLS? (THIS IS IN ADDITION TO DAILY OPERATIONS OF A CENTER OR PROGRAM.)

14. IF YOU ANSWERED YES TO QUESTION NUMBER 13, SHOULD THE TRAINING BE AVAILABLE AT EVERY INSTITUTION HOUSING A CENTER? SHOULD THERE BE GRADUATE PROGRAMS DEVELOPED FOR THIS FIELD? SHOULD SPECIFIED GRADUATE COURSES BE TAKEN? SHOULD A SUMMER TRAINING PROGRAM BE OFFERED? SHOULD SPECIFIC INSTITUTIONS OFFER THIS TYPE OF TRAINING? WHAT ARE YOUR IDEAS?

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APPENDIX D

November 28, 1986

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Dear Colleague,

I am the Coordinator of Learning Services, Learning Assistance Center at California State University, Long Beach. I am also working on a doctorate program in Institutional Management at Pepperdine University. In partial fulfillment of the requirements for Leadership: Management of Human Behavior in Instructional Settings course this semester, I am writing a four chapter paper on the leadership styles and management skills of Directors/Coordinators of Learning Assistance and Developmental Education Centers.

There is very little in the literature on leadership styles specific to learning assistance/developmental education. Therefore, as part of my research I am conducting a survey on the leadership styles and management skills of learning assistance/developmental education Directors/Coordinators.

The survey is anonymous and in two parts. Part I requests general background information from each Director/Coordinator. Part II is a leadership styles and management skills open-ended questionnaire. The questionnaire is open-ended so that I might collect as much information as possible. It will be mailed to at least 20 learning assistance/developmental education Directors/ Coordinators.

The survey instrument has been validated by three experts in the field of learning assistance/developmental education. The three experts are: Dr. Hunter Boylan, Appalachian State University; Dr. Martha Maxwell, Professor Emeritus, University of California, Berkeley; and Mr. Frank L. Christ, Director, Learning Assistance Support System, California State University, Long Beach.

I would appreciate it if you would take time from your busy end-of-the-term schedule to read the survey instrument and complete it. Return the instrument no later than December 17, 1986. Use the enclosed self-addressed stamped envelope. Should you have any questions or would prefer to complete the survey over the telephone, please call me at work at (213) 498-5350 or (213) 494-8635.

I appreciate your time and assistance.

Sincerely,

Marie-Elaine Burns Reed

Marie-Elaine Burns Reed

P.S. Please return the survey even if you are only able to partially complete it.

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APPENDIX III

SURVEY

GENERAL BACKGROUND INFORMATION

TYPE OF INSTITUTION: (TWO-YEAR, FOUR-YEAR, PUBLIC, PRIVATE):

SIZE OF INSTITUTION:

POPULATION SERVED BY THE CENTER:

YOUR UNDERGRADUATE DEGREE(S):

MAJOR(S):

YOUR GRADUATE DEGREE(S):

MAJORS(S):

COURSE(S) TAKEN RELATED TO LEADERSHIP AND/OR MANAGEMENT:

SEMINAR(S) AND/OR WORKSHOP(S) TAKEN RELATED TO LEADERSHIP AND/OR MANAGEMENT:

DID YOU PLAN TO ENTER THE FIELD OF LEARNING ASSISTANCE/ DEVELOPMENTAL EDUCATION? IF NOT, HOW DID YOU ENTER THE FIELD?

ARE YOU A DIRECTOR/COORDINATOR OF A LEARNING ASSISTANCE/ DEVELOPMENTAL EDUCATION CENTER OR ARE YOU RESPONSIBLE FOR A PROGRAM OR DEPARTMENT TO WHICH THE CENTER REPORTS?

WERE YOU RECRUITED AND HIRED FOR THE POSITION OF DIRECTOR/COORDINATOR FROM OUTSIDE YOUR INSTITUTION OR FROM WITHIN THE INSTITUTION? WHAT WAS YOUR PREVIOUS POSITION, TITLE, PROGRAM, DEPARTMENT AND DIVISION?

NUMBER OF YEARS AS A LEARNING ASSISTANCE/DEVELOPMENTAL EDUCATION CENTER DIRECTOR/COORDINATOR OR RELATED POSITION (IF YOU ARE A NEW DIRECTOR/COORDINATOR) PLEASE GIVE RELATED POSITION TITLE, PROGRAM, DEPARTMENT, DIVISION.

PREVIOUS EXPERIENCE RELATED TO YOUR PRESENT POSITION AS DIRECTOR/ COORDINATOR:

SPECIFIC TRAINING IN LEARNING ASSISTANCE/DEVELOPMENTAL EDUCATION (SPECIFY LEADERSHIP STYLES OR MANAGEMENT SKILLS TRAINING):

NUMBER OF PROFESSIONAL AND STUDENT STAFF YOU SUPERVISE: (SPECIFY THEIR POSITIONS AND/OR TITLES)

OUTLINE YOUR ORGANIZATIONAL STRUCTURE WITH REPORTING LINES:
(TO WHOM DO YOU REPORT, TO WHOM DOES YOUR IMMEDIATE SUPERVISOR REPORT, WHO REPORTS TO YOU) ARE ANY OF THESE RELATIONSHIPS OF AN ADVISORY CAPACITY?

PLEASE USE ADDITIONAL PAPER TO ANSWER THE QUESTIONS BELOW.

QUESTIONNAIRE

1. DO YOU SEE A DIFFERENCE BETWEEN LEADERSHIP AND MANAGEMENT? PLEASE EXPLAIN.

2. BELOW PLEASE LIST WORDS AND PHRASES YOU CONSIDER CHARACTERISTIC OF LEADERSHIP AND MANAGEMENT. (EXAMPLES ARE PROVIDED.)

LEADERSHIP	MANAGEMENT
*The making of decisions	*Organizing and Planning
*Effectively influencing others towards goal setting & achievement	*Responsible for effectiveness & efficiency
*Creating effective change	*Directing, Enforcing, Supervising

3. DO YOU CONSIDER YOURSELF A LEADER OR MANAGER? PLEASE EXPLAIN.

4. DO YOU CONSIDER YOUR LEADERSHIP OR MANAGMENT STYLE TO BE AGRESSIVE, PARTICIPATIVE OR A COMBINATION OF THE TWO?

5. DO YOU INVOLVE STAFF IN MAJOR DECISIONS? HOW OFTEN? UNDER WHAT CIRCUMSTANCES? PLEASE GIVE TWO EXAMPLES.

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7. DO YOU PLAN, DESIGN, AND FURNISH WORKING SPACE FOR THE CENTER? IF NOT, WHO DOES?

8. WHAT MANAGEMENT SKILLS DO YOU POSSESS THAT AFFECT YOUR LEADERSHIP STYLE?

9. DOES YOUR LEADERSHIP STYLE AFFECT YOUR MANAGEMENT SKILLS? PLEASE EXPLAIN.

10. WHAT SKILLS, INFORMATION, OR TRAINING DO YOU FEEL YOU NEED TO IMPROVE YOUR LEADERSHIP STYLE AND MANAGEMENT SKILLS, IF ANY?

11. WHERE WOULD YOU GO TO RECEIVE LEADERSHIP STYLES AND MANAGEMENT SKILLS TRAINING?

12. WHAT MANAGEMENT SKILLS DO YOU THINK EFFECTIVE DIRECTORS/ COORDINATORS SHOULD HAVE?

13. DO YOU FEEL THERE IS A NEED FOR LEARNING ASSISTANCE/ DEVELOPMENTAL EDUCATION DIRECTORS/COORDINATORS TO BE TRAINED IN THE AREAS OF LEADERSHIP AND MANAGEMENT SKILLS? (THIS IS IN ADDITION TO DAILY OPERATIONS OF A CENTER OR PROGRAM.)

14. IF YOU ANSWERED YES TO QUESTION NUMBER 13, SHOULD THE TRAINING BE AVAILABLE AT EVERY INSTITUTION HOUSING A CENTER? SHOULD THERE BE GRADUATE PROGRAMS DEVELOPED FOR THIS FIELD? SHOULD SPECIFIED GRADUATE COURSES BE TAKEN? SHOULD A SUMMER TRAINING PROGRAM BE OFFERED? SHOULD SPECIFIC INSTITUTIONS OFFER THIS TYPE OF TRAINING? WHAT ARE YOUR IDEAS?